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ABSTRACT

Failure of commercial materials to meet the particular needs of the Navajo child resulted in development of this curriculum guide for non-English-speaking children. Teaching objectives and behavioral student objectives are presented for 5 areas of language arts (oral English, listening skills, cognitive processes, writing readiness, and formal reading readiness). Other subject areas included are social studies, numbers readiness, science, health and safety, physical education, and the expressive arts. Learning activities, instructional materials, and methods of presentation are suggested for the various subject areas. (JH)

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A CURRICULUM GUIDE

FOR BEGINNING NON-ENGLISH SPEAKING CHILDREN

DEPARTMENT OF RESEARCH AND PUBLICATIONS

INDEPENDENT SCHOOL DISTRICT NO. 22

SHIPROCK, NEW MEXICO

A COOPERATIVE EFFORT

TITLE I AND INDEPENDENT SCHOOL DISTRICT NO. 22

R. E. KARLIN, SUPERINTENDENT OF SCHOOLS

by

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1969

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FOREWORD

" . . . our ultimate goal with each child is to produce a reasoning, responsible, self-respecting Navajo who can function in today's society as a Navajo." This does not "just happen."

The need for a curriculum designed for the Navajo child has long been obvious. Efforts to satisfy this need with commercial materials have failed. The situation demanded particular materials and techniques suited to the particular needs of these children. The situation also demanded particular attitudes and realizations on the part of the teacher.

Because of this obvious need, a curriculum committee was formed and met regularly during the school year. The work of this committee further emphasized the need for particular materials and techniques, the lack of such materials and techniques, and helped to direct later efforts in their construction.

In the time available we have formulated a curriculum guide, keeping in mind sound educational principles and the needs of the Navajo child as we see them.

- the curriculum writers

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GENERAL TEACHING OBJECTIVES

1. As teachers, we will constantly remember that our ultimate goal with each child is to produce a reasoning, responsible, self-respecting Navajo who can function in today's society as a Navajo.
2. RAPPORT MUST BE ESTABLISHED. We must see the child as the potentially valuable human being that he is and receive him with an open mind, cherishing what is good, while patiently awaiting the opportune moment to correct his faults.
   We must remember that when we show disgust at a runny nose, the child sees only disgust for his total self. Consequently, it can be and is very damaging to show any signs of rejection before the child feels totally secure in his relationship with the teacher. A child often reacts to the teacher's rejection (or what he feels is the teacher's rejection) by withdrawal and silence or by aggressive behavior. This behavior is often accompanied by a deterioration of self-concept.
3. If the teacher is to be effective, she must be aware of the following:
   a. The child is inherently the same as all other children. His intellectual capacity is not determined or affected by his race.
   b. The child often enters school with a distorted self-image and an active or passive resentment for school and non-family people.

c. Withdrawal and silence may often mask a perceptive and sensitive nature. This attitude may be caused unknowingly by the teacher because of her unfamiliarity with the child and his customs.

d. The extreme scarcity of water produces a frugal attitude toward water, namely:

(1) Soap ruins water for the livestock.

(2) Water is reusable for a long time.

(3) Frequent bathing is unnecessary and undesirable because it wastes water.

e. Very few of the aspects of middle-class culture values should be taken for granted, e.g., regular rest and meal times, indoor plumbing and customs, furniture and its use, general sanitation, the collection of "essential" objects found in the middle class non-Indian home, such as a pencil to write a note, a clock, eating utensils, linens, etc.

f. There is an often-occurring need to compensate for lack of color in the child's home environment by a colorful classroom.

g. The Navajo people are essentially conservative in dress and manner, and are easily offended by unconventional dress, loud talking and unconventional manners.

h. The very prevalent absenteeism is often the result of factors which, although unrelated to illness of the child, are seen by the parent as essential, such as baby-sitting, attendance at religious ceremonies (which require uninterrupted attendance for a given period of time), family trips (business or pleasure), offended withdrawal, general parental permissiveness.

i. There is a general unawareness of the time continuum.

j. In establishing his relationship with the teacher, the child feels a great need for physical contact in the form of touching, stroking, patting, holding hands and embracing.

k. The teacher must establish a sincere relationship which allows sympathy, etc., but excludes condescension, superiority, and lack of involvement.

l. The Navajo children have the same early-late maturational variances as other children; the same 10-20% occurrence of physical and organic impediments to learning as other children, which impediments may be further complicated by language deficiency.

m. We must not accept any generalizations about the Navajo, because these generalizations are very often based on prejudice, shallow thinking, poor education, ignorance, fear, insecurity, or frustration on the part of the

one making them. If we become aware of prejudices within ourselves, can we as professional persons take steps to correct or at least control them?

n. The Navajo people have just cause to resent non-Indians and are often influenced by this resentment. The teacher should realize her responsibility to become familiar with the historical origins of this resentment.

4. The teacher should act on the knowledge that the child experiences true joy in learning <u>when there is readiness</u>, but can be severely injured psychologically if he is forced into a task with disregard for readiness.

5. Establish an informal controlled environment in which the child feels free to function naturally, responding to stimulating influences.

6. Guard against teaching at such a deep or advanced level that frustration is created in the child.

7. Be sensitive to the child's ability to comprehend, which is affected by the teacher's vocabulary, rate of talking, pitch, expression, emphasis, amount of time that the teacher spends talking without interruption. (Do <u>you</u> talk too much?)

8. Listen to the child. He, too, has a need to talk and a <u>great</u> need to be listened to. Remember that his ideas are very important to him.

9. Are we concerned with the superficial, pseudo-academic approach of covering a certain body of material per year, or X number of books, or are we genuinely interested in teaching <u>to the child's need</u>, rejoicing in any real gain? (Are we being realistic in our choice of quantity and quality of material?)

GENERAL STUDENT OBJECTIVES

I. LANGUAGE ARTS

A. Oral English: The child will begin to express himself in clear, understandable English, demonstrating competency commensurate with his age.

B. Listening skills: The child will begin to develop listening skills.

C. Cognitive processes: The child will begin to develop cognitive processes.

D. Writing readiness: The child will begin to develop a readiness for writing.

E. The child will begin to receive formal reading readiness only after and only if he is completely and unmistakably mature enough to benefit by them. This may not be accomplished during the child's stay in first grade, level A.

II. SOCIAL STUDIES

A. The child will become aware of himself as a thinking, responsible, worthwhile individual.

B. The child will become aware of the importance of family roles and group dynamics within the family.

C. The child will become aware of the school and community helpers as functioning members of the group of which he is a part and will develop a friendly and cooperative attitude toward them.

D. The child will develop attitudes of understanding and acceptance of human differences. He will develop these attitudes only if the teacher demonstrates them consistently.

E. The child will develop the desire to respect the rights and property of himself and others.

F. The child will become aware of the necessity of time orientation.

III. NUMBER READINESS

A. The child will become aware that numbers are used for a variety of things.

B. The child will become aware of groups and units which can be enumerated, compared, or classified.

C. The child will develop a meaningful, functional, relevant arithmetic readiness vocabulary which is coextensive with his needs as a language-deficient child.

D. The child will begin to be aware of the monetary system. It is possible that these learnings will be accomplished more effectively through the use of real money.

IV. SCIENCE

A. The child will become aware of the meaningful scientific aspects of his environment.

B. The child will develop an observant and inquiring attitude toward his total environment and will be given many opportunities to develop his sensory acuity.

C. The child will begin to develop a positive attitude toward conservation.

D. The child will begin to develop a consciousness, understanding, and insight in the following areas:
(specified under specific objectives)

V. HEALTH AND SAFETY

A. The child will become aware of the importance of good personal hygiene.

B. The child will become aware of the importance of good nutrition.

C. The child will begin to understand the need for rest and sleep.

D. The child will become safety conscious in the following areas:
(specified in specific objectives)

VI. PHYSICAL EDUCATION

A. The child will engage in activities which will contribute to muscular development, motor skills, better coordination, and enjoyment.

VII. EXPRESSIVE ARTS

A. The child will learn ways in which to express himself creatively in art.

B. The child will develop a realization that music is enjoyable and can be relaxing or stimulating.

OBJECTIVES FOR THE TEACHING OF ORAL ENGLISH

1. The whole day must be a language arts experience. The different subject areas are the topics for the oral language development.
2. The teacher must see the successful attainment of the oral English objectives as absolutely essential and indispensably prerequisite if the student is to function, even barely adequately, in later academic and life experiences.
3. The teacher must follow the sequence in the E.S.L. section of Phillip and His Family to attain any measure of success.

> "Language is a system. . . . Its grammar must be systematic to be meaningful. Bits and pieces cannot be taught or omitted at will simply because they are individually judged useful or not. As items are dropped, the system falls apart. When certain ones are eliminated, it becomes more difficult to teach the remainder."
> Gleason, H.A. Jr., Linguistics and English Grammar, Chap. I.

4. The teacher must develop an attitude of continuing evaluation of every life experience of the child as it relates to his oral English development.
5. The teacher must be receptive to every effort of the child to communicate, even if these topics are socially unacceptable in middle-class non-Indian society. The child may have a real need to talk with someone about drunkenness, immorality (by our standards), brutality, both to humans and animals, and other "non-acceptable" aspects of his everyday life.

6. The teacher should be conscious of her oral English objective each day and reinforce it in all other areas throughout the day. Please see example below.

CORRELATION EXAMPLE

Below is an example of the possible correlation of the oral English objective with any area on any given day.

ORAL ENGLISH: Presentation of prepositions in and on.

NUMBERS: Objective: Counting three objects. Place objects either in or on something and ask a child to count the pencils that are on the table and then make a statement, as, "There are three pencils on the table."

COGNITIVE DEVELOPMENT: Show children an object that is out of place and ask them questions concerning it, e.g.: Where is the pencil? What do we do with it? Where does it belong? and require an answer containing in or on.

BATHROOM: Ask questions requiring an in or on answer.

Where is that towel? on the floor.

What are going to do with it? Pick it up.

Where are you going to put it? in the basket.

DINING ROOM: There are many opportunities for oral English teaching in the dining room which correlate with each day's objective.

I. LANGUAGE ARTS

ORAL ENGLISH

A. The child will begin to express himself in clear, understandable English, demonstrating competency commensurate with his age.

1. The child will begin to generate sentences in English using the correct structure.

This will be a spontaneous thing and will probably start with tattling. This will start a rash of tattling but will give all the children confidence in speaking English. When the majority of children are able to tattle, their thoughts and speaking can be channeled into other areas.

2. The child will begin to speak English, using the proper rhythm and intonation.

This is best accomplished by imitating the teacher. The teacher who is modeling must speak in a conversational tone and in a very natural way. The repetition drills must not be allowed to drag or become singsong. No parrots allowed!

3. The child will show his ability to comprehend English through his participation in both formal and informal oral English situations.

   Comprehension must be checked during every lesson, but the teacher must be listening for conversation all day long. English conversations in informal situations in the room and on the playground are very good for checking comprehension.

4. The child will begin to be able to ask and answer questions in an acceptable manner.

   The child must be taught to ask questions from the very simple to the more complex. Refer to Phillip and His Family for teaching question asking.

5. The child will begin to become aware of and begin to use functional words correctly.

   The function words include articles, auxiliaries, prepositions, conjunctions, interrogatives, degree words, and modals. These are all included in Phillip and His Family in units and lesson plans using examples.

SUGGESTED MATERIALS FOR ORAL ENGLISH

Ditto material	Picture File	Transparencies
Flannel board; materials	Posters	Tape recorder and tapes
Film Strips	Puppets	
Language Master	Phillip and His Family	
Magnetic board and materials	Slide projector and slides	
Overhead projector	Small plastic animals and other objects	

SAMPLE LESSON PLAN (ORAL ENGLISH)

OBJECTIVE: Ninety per cent of the children will be able to use in and on correctly in sentences.

MATERIALS: block, pencil, ball, box with a lid.

PATTERN: The (block, pencil, ball) is in/on the box.

MODEL: The teacher will place one object inside the box, show the children, point to the box, and model several times:

The (block, pencil, ball) is in the box.

RESPONSE: (whole class) The _____ is in the box.

Repeat several times.

Try for group response, e.g., boys: The ___ is in the box.

Try for individual response. Ask for a volunteer to tell where the object is.

MODEL: Place lid on the box, place block on the lid and model: The block is on the box. Follow the same procedure as for teaching in.

RELATE:

1. Choose a volunteer to place the object either in or on the box and say, The (block/pencil/ball) is in/on the box. Each child should have a turn doing this activity.
2. Use picture number 13 from Phillip and His Family or a transparency of this. Point out the can and wait a minute to see if any child will respond, The can is on the shelf. If no immediate response is given, model sentence once. Repeat for bottles, toilet paper. Be careful about paper towels because we are teaching only the singular in this lesson.

SAMPLE LESSON PLAN (ORAL ENGLISH)

OBJECTIVE: Ninety per cent of the children will be able to use the past tense of regular verbs correctly in sentences.

MATERIALS: Pictures from picture file and transparency #17 from Phillip and His Family. Use many picture examples of regular verbs, but be careful that they are grouped according to /d/ or /t/ endings. Don't mix them at this time.

PATTERNS: The boy walked. He walked.

MODEL: Have one child get up and walk around and have the group tell what he is doing. Joe is walking. (This has already been taught.) Have the child sit down and then ask the group, What did he do? Give the answer yourself - He walked. Model this several times and then get group response.

RESPONSE: Whole group response, small group response, individual response.

RELATE: Show some action pictures, turn them over and let each child take a turn telling what the person or animal did. Explain what is expected and then don't give any further directions. Just show the picture and turn it face down. Have a race to see who can answer first.

Note: Children will learn very quickly by analogy. Watch for this and help them with it.

OBJECTIVES FOR THE TEACHING OF LISTENING SKILLS

1. The teacher must be conscious that the skill of listening, while basic to any learning process, cannot be acquired without consistent and systematic teaching.
2. The teacher must not accept passive silence for listening, although on occasion it may be. She must not think "he is quiet, therefore he is listening."
3. The teacher must constantly be on guard against causing passive silence and withdrawal in a child by nagging, embarrassing, using an unfriendly tone of voice, asking personal questions, frightening. THE TEACHER MUST BE VERY PATIENT AND GENTLE WITH THE CHILDREN.
4. The teacher must constantly strive to create a receptive attitude in each child, remembering that he is hard to win and easy to lose and he can't listen until he is receptive.

LISTENING SKILLS

B. The child will begin to develop listening skills.

The objectives listed below are mostly self-explanatory. The child is not expected to repeat material verbatim. There must be definite plans made for listening activities which include story reading, story telling and record playing.

Remember that the child's attention span is very short. The material presented must be very short and simple. The teacher must remember that much of her speaking vocabulary is not in the child's listening vocabulary.

1. The child will demonstrate his development of listening skills through his ability to follow directions.
2. The child will develop the ability to restate the material which he has heard.
3. The child will be able to give and explain a pictorial account of presented materials.
4. The child will be able to listen for increasingly longer periods of time as shown by the quantity of material he is able to reproduce either orally or pictorially.

SUGGESTED MATERIALS AND EQUIPMENT

film	radio	record player and records
film strips		story books
Language Master		story records
listening center		tape recorder and tapes

SAMPLE LESSON PLAN (LISTENING ACTIVITY)

OBJECTIVE: The child will be able to visualize mentally, reproduce pictorially, and explain orally the story which the record tells.

MATERIALS: Record - "Flight of the Bumblebee"

Paper, pencil, crayons

ACTIVITY: The record will be played while the children sit and listen. The record will be played again and the children will dramatize the actions of the bumblebee. The record will be played the third time and the children will draw a picture while the record is playing. Each child will be given an opportunity to discuss his picture.

OBJECTIVES FOR THE TEACHING OF COGNITIVE PROCESSES

Almost all children are born with a great potential for thinking (reasoning), which will not emerge by itself. This potential will very possibly remain only a potential unless we carefully and skillfully draw forth ideas and direct them into cognitive processes.

1. The teacher must be thoroughly familiar with the technique of developing cognitive thinking, which consists mainly of helping the child to take any experience, relate to it, and reason about it.
2. The teacher's lesson plan will consist of having the type of thinking she desires firmly in mind and being ready to utilize any classroom situation to develop this.
3. The teacher must regard all classroom events as raw material or points of departure for the development of reasoning.
4. The teacher must develop cognitive thought processes all day every day throughout the entire school year.

COGNITIVE PROCESSES (ABSTRACT THINKING)

C. The child will begin to develop cognitive processes.

The opportunity for teaching the cognitive processes arises many times during each teaching day. The teacher must be alert and make a learning situation from each incident. Since there are so many actual situations arising that lend themselves to this use, teachers should avoid creating hypothetical situations.

1. The child will become able to perform simple if-then deductions when the occasion necessitates.

Examples: a. Look, it's raining. What will happen if we go outside?

b. Your shoestring is untied. What might happen if you don't tie it?

c. It's cold today. What will happen if you don't wear your coat outside?

2. The child will become able to observe and state sequence.

Examples: (Begin with very simple sequences.)

a. We put on our coats. Now we go outside.

Later: We put on our coats. Now what do we do?

b. We come into the room. We hang up our coats. We sit down at our places.

Later: We come into the room. Now what do we do? Then what do we do?

c. Simple, well-known story sequencing.

d. Use of ditto materials for sequencing:

I Can Do It - Part Two Gel-Sten

e. Flannel board materials

3. The child will begin to become able to perceive cause and effect relationships.

   Examples: a. Why is your pencil so short? Because I sharpened it too many times.

   b. Why are you so sleepy today? Because I went to the carnival.

   c. Why did you get cold outside? Because I forgot to wear my coat.

4. The child will be able to answer questions which, to be answered, require the above types of thinking (1, 2, 3). Attempts to develop this more difficult ability should come only after the first three objectives have been mastered.

   Examples:

   <u>If-then deductions</u>: What's going to happen to you at noon?

   Child's thinking: 1. It's raining. If I go out, I'll get wet.

   2. It's raining. The teacher will make us stay in.

   The child's answer will indicate whether or not he is thinking deductively.

   <u>Sequence</u>: Why did you put on your coat?

   <u>Cause-effect</u>: What's the matter with you?

   Child's answer: 1. I'm sick <u>because</u> I ate too much.

   2. I'm sleepy <u>because</u> I went to the carnival.

5. The child will begin to realize that the word <u>or</u> signifies a choice, whether it is spoken or implied.

   Examples: 1. Is that a pencil or a pen?

   2. I saw something hopping. What do you think it was?

   3. We draw pictures with _____ (paints, crayons, chalk).

6. The child will begin to be able to relate an individual object to a group of similar objects. (Identity, then class)

   Example: This is a horse. The horse is an animal.

   The child should be familiar with the following categories: animals, birds, fish, bugs (insects), plants (fruit, vegetables, flowers, trees), inanimate objects, e.g., furniture, toys, vehicles.

7. The child will begin to make use of linguistic analogies.

   Examples: He's walking. Yesterday he walked.

   He's marching. What did he do yesterday?

8. The child will begin to make generalizations from a quantity of experiences.

SPECIFIC OBJECTIVES FOR THE TEACHING OF WRITING READINESS

1. The teacher must recognize that the normal six-year-old child comes to school with poor eye-hand coordination, no sense of left to right progression, inadequate fine muscle control, all of which must be thoroughly developed before he is expected to write <u>anything</u>.
2. The teacher must be realistic about the child's developmental level and must base her expectations on this developmental level rather than on any unrealistic, book-stated objectives.

WRITING

1. The child will begin to gain writing readiness by participating in fine muscle development exercises.
2. The child will develop left to right orientation.
3. The child will begin to develop a concept of base line.
4. The child will learn to write his first and last names in manuscript writing when he has developed the proper coordination.

SUGGESTED ACTIVITIES

finger painting

finger plays

tracing over lines and circles

SUGGESTED MATERIALS

beads for stringing

chalkboard and chalk

clay

crayons

manipulative toys

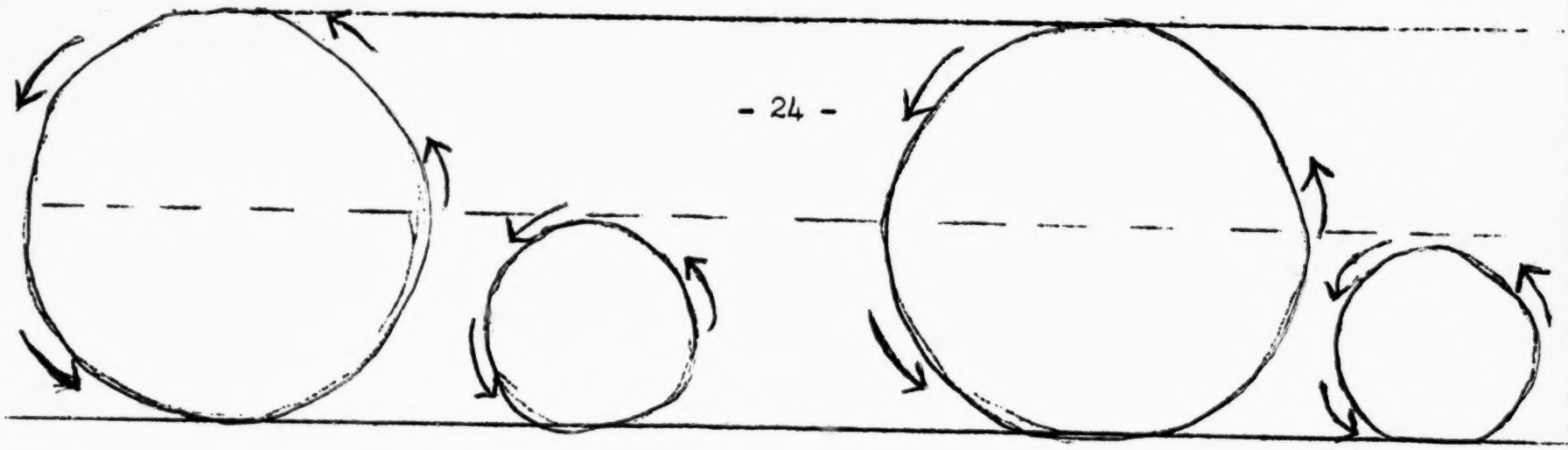
paint brushes and paint

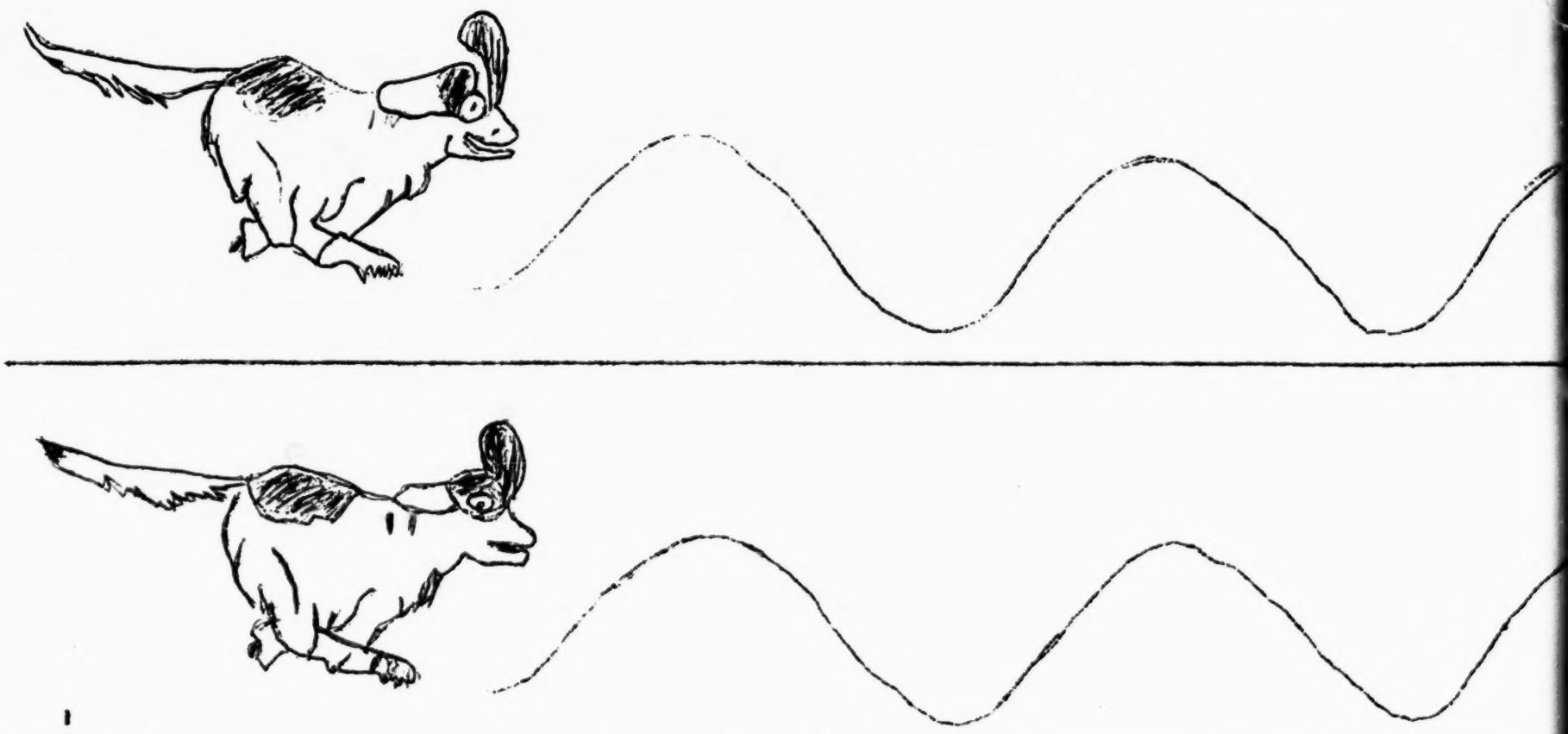
parquetry blocks

peg boards and pegs

pencils

newsprint (lined and unlined)





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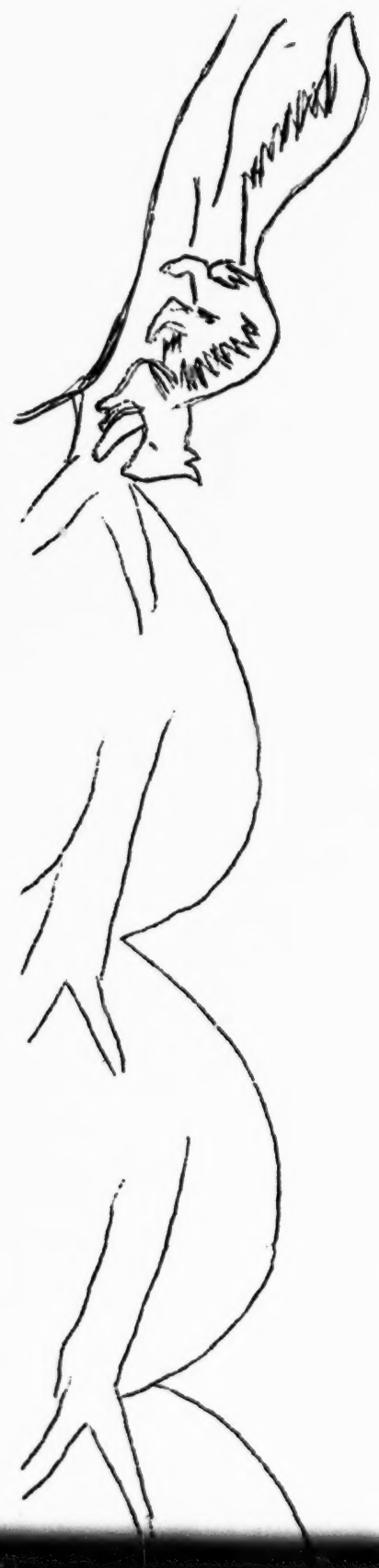
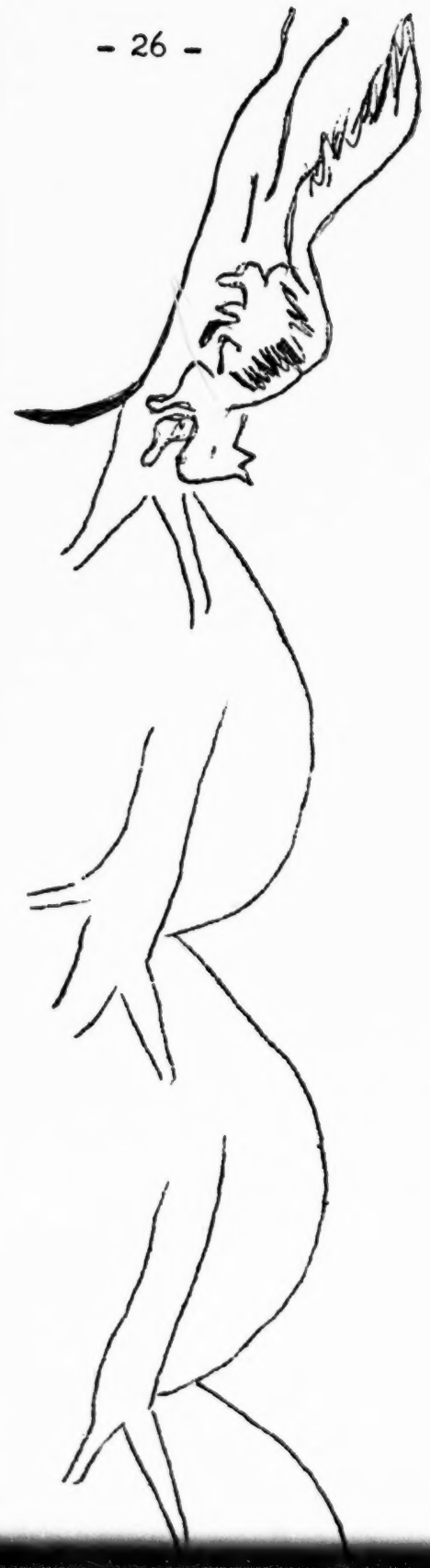
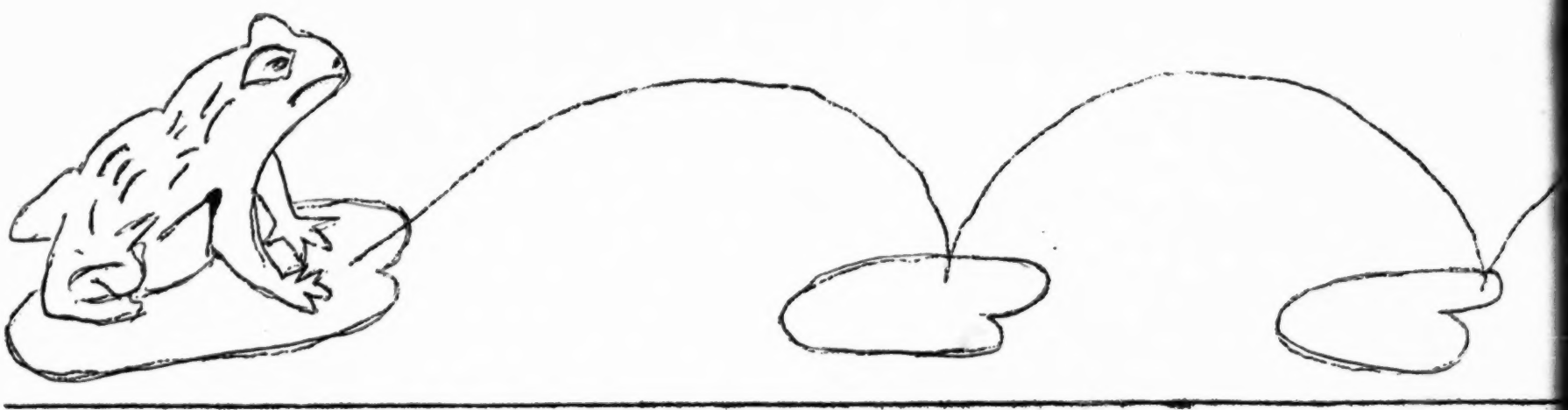
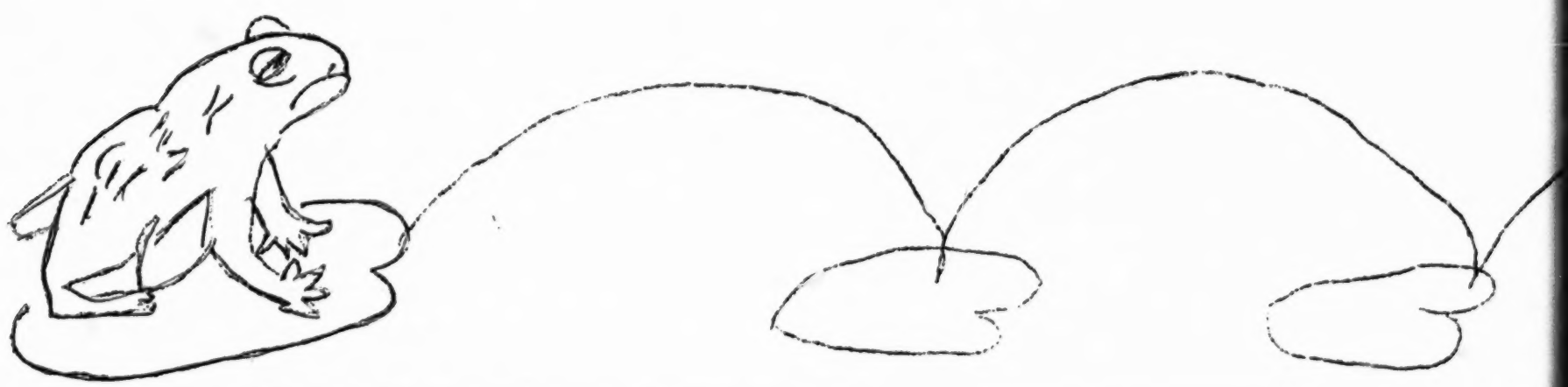
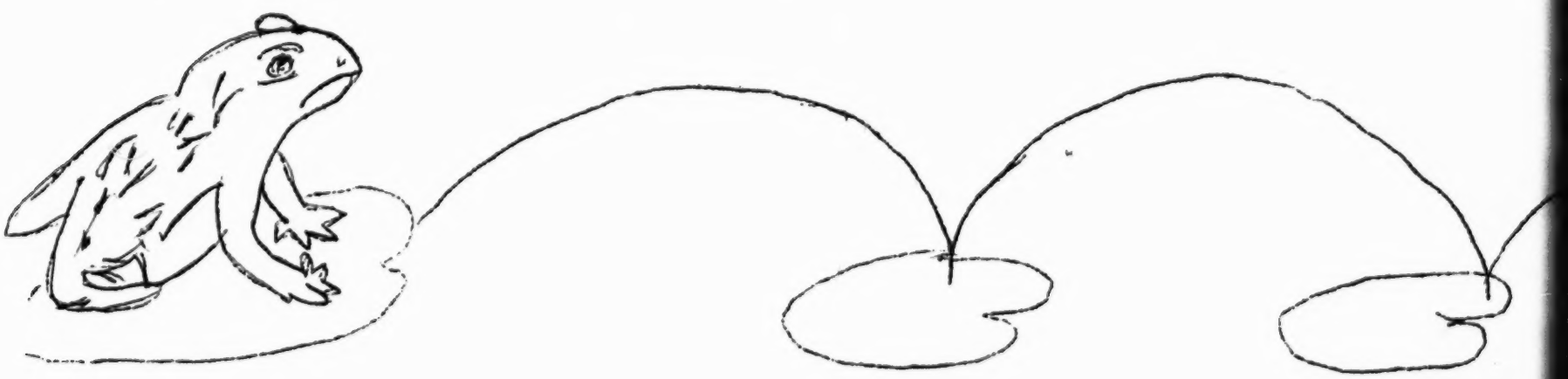
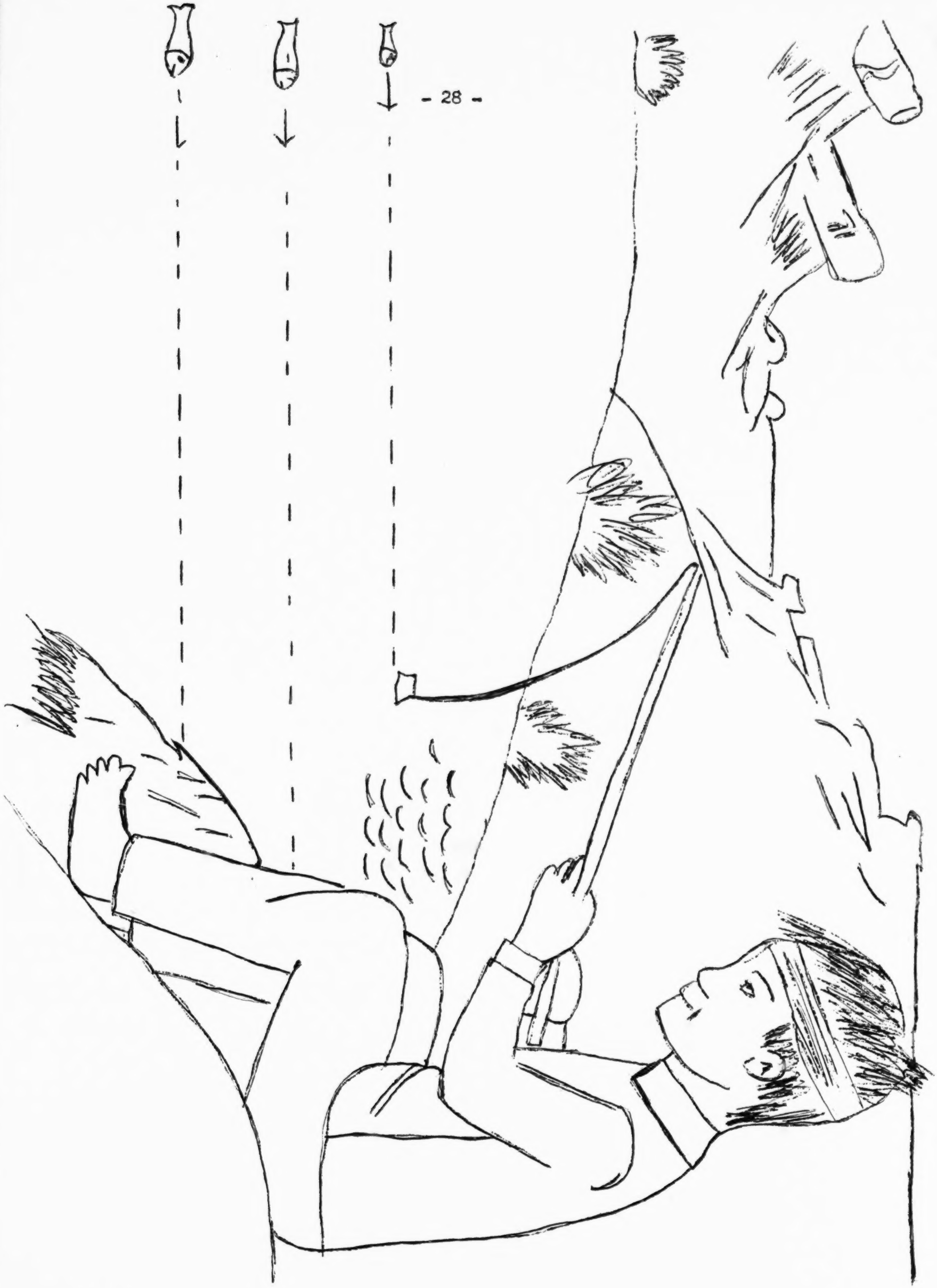












OBJECTIVES FOR THE TEACHING OF FORMAL READING READINESS

1. The teacher must have a firm conviction that formal reading readiness has no place in the first grade, level A curriculum. If an exception occurs, the teacher will proceed according to student objectives.

FORMAL READING READINESS

1. The child will begin to receive formal reading readiness only after and only if he is completely and unmistakably mature enough as determined by teacher evaluation. This maturity level may or may not be reached during his first nine month school year.

   a. The child will show aptitude in the following areas before he begins a formal readiness program.

      (i) Left to right progression

      (ii) Classification

      (iii) Likenesses and differences

      (iv) Rhyming

      (v) Sequences

      (vi) Opposites

      (vii) Completion

      (viii) Matching

      (ix) Acquisition of new vocabulary

   b. The child will continue to develop in the above stated areas by the use of formal reading readiness programs.

SUGGESTED MATERIALS

Ditto material	Readiness charts
Film strips	Records
Flannel board and materials	Tapes

Houghton-Mifflin Reading Readiness Program

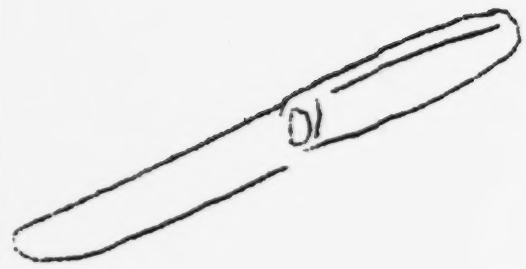
SAMPLE LESSON PLAN (FORMAL READING READINESS)

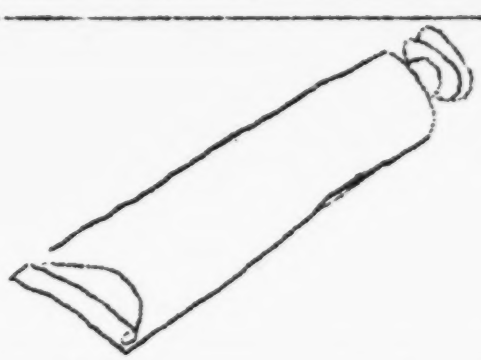
OBJECTIVE: Ninety per cent of the children will be able to match related objects.

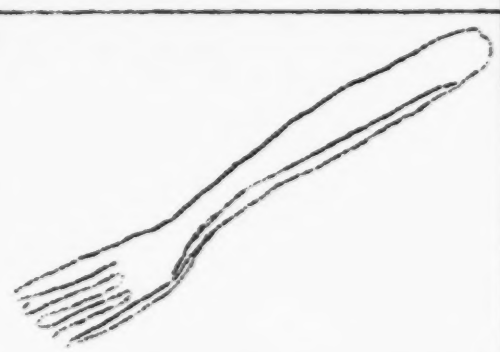
MATERIALS: Several sets of related objects, such as shoe-sock, brush-comb, soap-washcloth, etc. Provide enough samples so that each child in the group will be able to match a set without repeating what another child has done and without using all the samples.
Readiness charts showing sets of objects to be matched.
Ditto papers showing sets of objects to be matched.
Scissors and paste

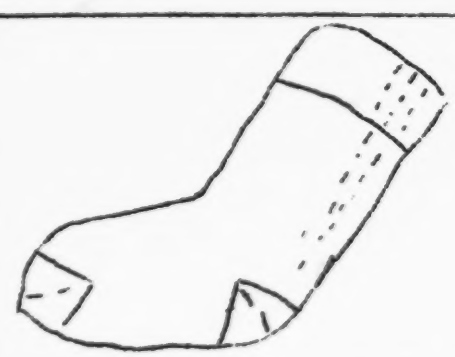
ACTIVITY: Teacher places objects on table in the separate groups. The children should already know the name of each object in each group. Each child in turn should be asked to take a particular object from one group and find the related object in the other group, then tell the rest of the students the names of his two objects.
Follow the same procedure by letting students point to pairs of related objects shown on the readiness charts.

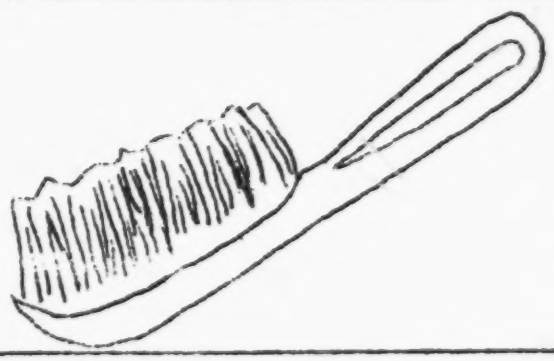
FOLLOW-UP ACTIVITY: Give each child a ditto paper, explain the procedure which he is to follow. Then allow him to proceed without further help from you. This activity should help you to evaluate the child's accomplishment of the objective for this activity.











OBJECTIVES FOR THE TEACHING OF SOCIAL STUDIES

1. The teacher will see social studies at this level as an area of attitude rather than one of academic learning and will treat the areas of knowledge formerly taught in unit style in social studies as topics to be developed in oral English.
2. The teacher must be very attuned to and respectful of Navajo background as it relates to and influences the attitudes of the child, particularly in the area of social studies.
3. The teacher must meet the needs revealed by this attunement and forget the conventional unit approach with its specific topics such as transportation.
4. The teacher must show respect for and acceptance of the child, listening, sympathizing, relating, and <u>earning</u> the child's respect rather than demanding it.
5. The teacher will endeavor to be convinced of the value of the pupil objectives, have them firmly in mind and utilize every opportunity to develop them. This teaching is called incidental, because it is based on incidental happenings. <u>There should, however, be nothing incidental in the teaching itself</u>. Proper teaching in this area demands constant, thorough, day-by-day and week-by-week attention.

II. SOCIAL STUDIES

The following objectives deal mainly with attitudes and are not in sequential order, since some aspects of each area should be taught the first week of school and each area should receive attention throughout the school year.

Many of the below objectives will be foreign to the child and contrary to his childhood training, but are seen as necessary, both because they will help him to develop as an emotionally stable, psychologically fulfilled individual and will better prepare him to function as a member of today's society.

A. The child will become aware of himself as a thinking, responsible, worthwhile individual.

1. The child will realize that he is accepted by his teacher.
2. The child will begin to realize that the teacher is ready to listen to him and that his ideas have importance to others.
3. The child will develop responsibility for his actions and possessions because this is constantly and confidently expected of him.
4. The child will come to see himself as important because the teacher constantly demonstrates that he is important.

B. The child will become aware of the importance of family roles and group dynamics within the family.

1. The child will begin to realize that the male should be dominant in the family group and that this dominance has certain contingent responsibilities.
2. The child will realize that in the normal family life there are life-persisting problems of food, shelter, and clothing.
3. The child will begin to realize that there are certain duties which must be performed, and that all members of the family group share the responsibility for performing them.
4. The child will become aware of his responsibility as a functioning member of the family group and act from that awareness.

C. The child will become aware of the school and community helpers as functioning members of the group of which he is a part and will develop a friendly and cooperative attitude toward them.

1. The child will learn that the policeman is his friend and helper, and will begin to lose the unreasonable fear which he often brings with him.

2. The child will begin to see that the school and community helper plays a part in the school or community group similar to that of an individual in the family group.
3. The child will begin to learn some of the duties of the school and community helpers, how they contribute to his welfare, and how he should help them.
4. The child will develop a friendly and cooperative attitude through contact with community resource persons under pleasant circumstances.
5. The child will develop a friendly and cooperative attitude through contact with school personnel.
6. The child will begin to be aware of the dignity and importance of any job, no matter how menial.
7. The child will begin to appreciate a job that is well done and will be grateful for it.

D. The child will develop attitudes of understanding and acceptance of human differences. He will develop these attitudes only if the teacher demonstrates them consistently.

1. The child will begin to learn of differences in skin color, but that these differences are not relevant to learning.
2. The child will begin to learn and accept the fact that not all children learn at the same speed.

3. The child will learn and accept the fact that not all children are the same size and shape.
4. The child will learn to accept each child as an individual.
5. The child will develop the above attitudes in imitation of teacher attitudes.

E. The child will develop the desire to respect the rights and property of himself and others.

1. The child will learn that other people have rights and property which must be respected.
2. The child will learn that he has rights and property which other people must respect.
3. The child will develop a sense of the importance of respecting other people's property when properly and consistently motivated by the teacher.

F. The child will become aware of the necessity for time orientation.

1. The child will begin to realize the importance of being on time and will show this by his punctuality.
2. The child will develop a sense of responsibility concerning the keeping of one's word in regard to time commitments.

3. The child will become aware that time is measured in cycles (week, month, year) and that certain events occur at the same time in each cycle, e.g., The school week begins on Monday. The Navajo Fair comes once a year. We never go to school on Saturday.
4. The child will become time conscious due to consistent emphasis by the teacher.

SUGGESTED MATERIALS

Books (not textbooks!)

Calendar

Clock

Ditto material

Film

Film strips

Flannel board and materials

Models

Picture file

Phillip and His Family

Playhouse

Posters

Puppets

OBJECTIVES FOR THE TEACHING OF NUMBERS READINESS

1. The teacher must realize that numbers readiness presents many opportunities for oral English activities and utilize these opportunities.
2. The teacher must realize that the Navajo child entering school for the first time is far less number oriented than many non-Indian children entering school for the first time. He remains less number-oriented, due to general disregard for time continuum and other number uses. This suggests the need for slow and very careful presentation of concepts in readiness areas.
3. The teacher must be aware that this is a readiness program, not a full-blown first grade arithmetic program, and proceed accordingly.

III. NUMBERS READINESS

A. The child will become aware that numbers are used for a variety of things.

1. The child will become aware that numbers relate to quantity.
2. The child will become aware of numbers as used to represent calendar dates.
3. The child will become aware of numbers as used to indicate age.
4. The child will begin to relate measurement of heat and cold to the thermometer.
5. The child will develop a readiness for time telling.

B. The child will become aware of groups and units which can be enumerated, compared, or classified.

1. The child will be able to count single objects to ten.
2. The child will begin to understand and demonstrate ability to use one-to-one correspondence.
3. The child will learn to recognize number symbols from 1 to 10 and begin to understand that each symbol represents a group containing a definite number of objects.
4. The child will begin to develop the ability to make comparisons.
5. When readiness is detected in the child, he will be encouraged to write the numerals one through ten.

C. The child will develop a meaningful, functional, relevant arithmetic readiness vocabulary which is coextensive with his needs as a language deficient child. The words in the following vocabulary list are essential to the arithmetic readiness program. The teacher must be aware that the language-deficient child may lack any or all of these words and should teach to this deficiency.

TIME

afternoon, birthday, calendar, clock, clock face and hands, day, evening, late, minute, month, morning, next, night, noon, now, time, today, tomorrow, week, year, yesterday

QUANTITATIVE

nothing, number names to ten, numerals, pair, part, piece, pint, pound, quart, ruler, scales, second, short (er, est), small (er, est), tall (er, est), weigh(t), whole, yardstick

MEASUREMENT AND COMPARISON

alike, big (er, est), cup, enough, few(er), first, half, heavy, large (er, est), last, left, less than, like, little, long (er, est), many, more than, near, next, size, third

GEOMETRIC SHAPES

circle, round, rectangle, shape, square, star, straight line, triangle

SPATIAL RELATIONSHIPS

above, after, back, before, behind, between, bottom, corner, far, front, in, left, middle, near, next, on, off, out, over, right, top, under, up

MONETARY

buy, cent(s), change, dime, dollar, money, nickel, penny, quarter

D. The child will begin to be aware of the monetary system. It is possible that these learnings will be accomplished more effectively through the use of real money.

1. The child will become able to recognize pennies, nickels, dimes, quarters, and dollar bills, and will have knowledge of things that can be bought with these.
2. The child will begin to learn that money is used to buy things and to pay bills.
3. The child will understand that a nickel, five cents, and five pennies are of equal value.

SUGGESTED MATERIALS

Abacus
Balls
Blocks
Calendar
Charts
Clock face with movable hands
Counting disks
Flannel board with figures and symbols
Ditto books
Large wooden beads
Money
Counting frame
Transparencies
Pegboard and pegs
Rulers
Supermarket

Fun With Numbers Gel-Sten

Learning Arithmetic for Grade One Parts 1 and 2 Gel-Sten

Numbers for Beginners Hayes (Supplementary)

Textbooks

Happy Way to Numbers Holt, Rinehart and Winston

Meeting Numbers McCormick-Mathers

Beginning New Arithmetic McCormick-Mathers

SAMPLE LESSON PLAN (NUMBERS READINESS)

OBJECTIVE: The child will be able to count one object and write the numeral 1.

MATERIALS: Picture 1, Unit II, Phillip and his Family

Objects which have been used previously when teaching the concept of one. This may include a rock, a pencil, a block, a ball, etc.

Transparency of above picture.

PATTERN: I see one _____. Note: Remember that when the child has been learning to count one object, he has been holding the object in his hand and saying, "This is one _____."

MODEL: The teacher must point to an object in the picture and model the pattern to be used just the same as for an Oral English lesson. Expect a class response first, then a group response, and a volunteer response from individuals.

RESPONSES: I see one boy.

I see one dog.

I see one hogan.

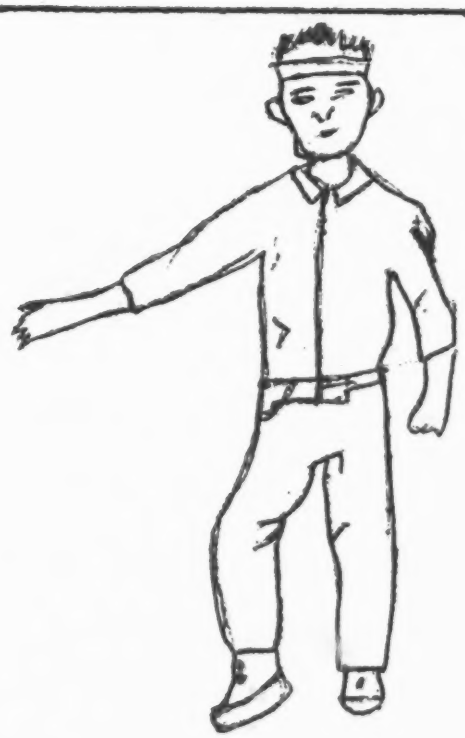
I see one pickup.

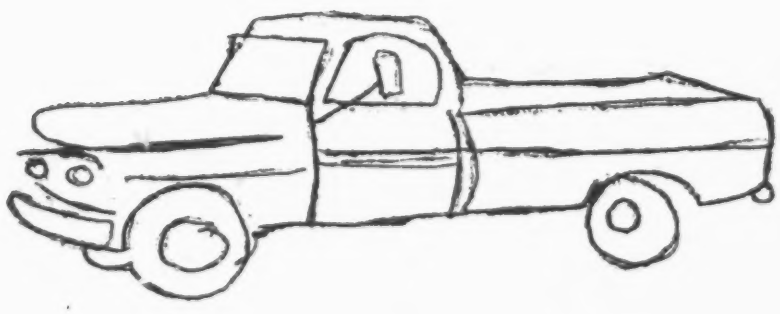
I see one pickup.

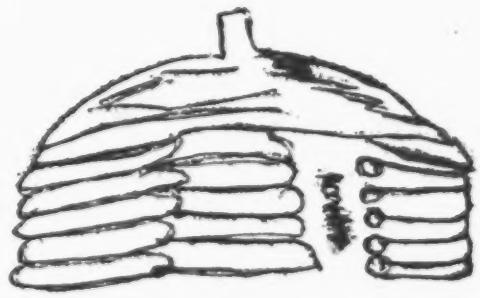
I see one kerosene can.

I see one water barrel.

ACTIVITY: Teacher picks up one object and asks for comment from the class. Then walk to the board and demonstrate the writing of the numeral 1. Have the children take one object, go to the chalkboard and write the numeral 1. After they have had enough practice in this, give them the activity sheet, explain what is expected of them. This should be their first formal work paper in numbers.







OBJECTIVES FOR THE TEACHING OF SCIENCE

1. The teacher should strive for simplicity and relevance when teaching science.
2. The teacher must use the oral English approach in all science teachings.
3. The teacher needs to remember at all times that the Navajo child is inherently as curious as any child, but has been taught from infancy that question asking or any other form of showing curiosity is very rude. The child will, therefore, require much reassurance, patience, and encouragement in the development of an inquiring attitude.

IV. SCIENCE

A. The child will become aware of the meaningful scientific aspects of his environment.

B. The child will develop an observant and inquiring attitude toward his total environment and will be given many opportunities to develop his sensory acuity.

C. The child will begin to develop a positive attitude toward conservation.

D. The child will begin to develop a consciousness, understanding, and insight in the following areas:

1. Animals, insects, birds
   a. common names of domesticated animals with which he is familiar
   b. zoo animals
   c. wild animals
   d. common insects - spider, fly, ant, bee
   e. birds common to this area
2. Plant life
   trees, bushes, shrubs, weeds, flowers, grasses, cultivated plants, seeds
3. Weather and weather conditions
   sunshine, precipitation, clouds, storms, four seasons
4. Heat, light, and sound
   thermometer, types of light, sounds around us

5. Time and space - taught when it is relevant and pertinent.
   outer space, astronauts, rockets, etc.
6. Power effects - electricity, magnetism, wind force
7. Communications - television, radio, telephone
8. Machines, devices, tools, toys
   devices: doorknobs, faucets, toilets, etc.
   tools: hammer, screwdrivers
9. Fish and shells (not a major teaching area)
   aquarium, interesting sea shells (show and tell situation)
10. Rocks and minerals (not a major teaching area)

SUGGESTED MATERIALS

aquarium	cocoons	leaves	sweet potato
ant farm	compass	magnet	telephone
batteries	flowers	nests	terrarium
branches	gourds	potted plants	thermometer
caterpillar	incubator	seeds to plant	weather chart
charts	jars	shells	wool
collections of rocks		magnifying glass	
seeds, nuts, burrs		things to smell, feel, taste	
flannel board and materials			

Kindergarten Science Charts -Heath and Co. Primary Science Kit

Ditto Materials:

Living Things, 1 and 2 - Continental Press

Zoo Animals We Should Know - Hayes

Circus Unit - Hayes

Seasons and Living Things - Milliken)
)
Heat, Light and Sound - Milliken)---- with transparencies
)
The Earth, Sun and Stars - Milliken)

Records

Film strips

Films

SAMPLE LESSON PLAN (SCIENCE)

OBJECTIVE: The children will learn the word 'spider' as the name of a spider, and will become familar with some of its characteristics.

MATERIALS: Pictures from picture file.

Live spider.

PATTERNS: That is a(spider, web).

That is his (leg, eye, body).

What is this?

PROCEDURE:

1. Bring a spider in a transparent container and place in classroom for children to discover. When interest is shown, ask "What is this?" Model the answer "That is a spider," several times.
2. Response: "That is a spider" from group, small group, individuals.
3. Have the children pass the closed container around, each saying, "This is a spider."
4. Indicate on picture different parts of spider and say, "What is this?", eliciting answer, "That is his (leg, eye, body). (group, small group, individual volunteer)
5. Let one child be "teacher" and point to picture as in #4.
6. Let one child ask neighbor in "chain reaction": "What's this?"

OBJECTIVES FOR THE TEACHING OF HEALTH AND SAFETY

1. The teacher must realize that each child objective arises from a demonstrated need in that area.
2. The teacher must realize that in many cases the parents will be unable to cooperate with and reinforce her instructions for any one of a number of reasons, with which she should be acquainted.
3. The teacher must set the same standards that any teacher of beginning students would set, but because of sanitation conditions must expect much more difficulty in achieving observance of these standards.
4. The teacher should be aware of the types of food familiar to the child and begin the teaching of food with the known and progress to the unknown.
5. The teacher should attempt to use materials to which the child can relate, preferably Navajo oriented.
6. The teacher must be very aware that conflict may be caused by her contradiction of Navajo eating customs. Traditionally, Navajo people don't eat bacon and eggs for breakfast. Children are allowed to drink coffee and possibly there is nothing else hot served at this meal. Proceed with caution in this area!

V. HEALTH AND SAFETY

A. The child will become aware of the importance of good personal hygiene.

1. The child will develop good bathroom habits.

a. The child will learn to

(i) use toilet facilities properly.

(ii) flush the toilet.

(iii) wash hands after using toilet.

(iv) conserve bathroom supplies.

(v) empty the wash basin after washing.

2. The child will begin to establish good personal cleanliness habits.

a. The child will learn the proper methods of oral hygiene through the use of demonstrations, films, filmstrips, charts, dental kits and consistent teacher followup.

b. The child will learn to clean and clip his fingernails.

c. The child will learn the importance of keeping his hair clean and well-groomed. He will also learn that the comb is a personal object to be kept clean and not to be shared.

d. The child will learn the importance and the enjoyment of body cleanliness and clean clothes.

e. The child will learn how to clean his nose and keep it clean.

3. The child will begin to develop a pride in his personal appearance.

a. The child will learn that any effort to improve his appearance will be praised.

b. The child will learn that he can improve his own appearance.

c. The child will learn that neglect of cleanliness and personal appearance are offensive to others.

d. The child will begin to evaluate his own personal appearance through the use of a full-length mirror.

B. The child will become aware of the importance of good nutrition.

1. The child will become aware of unfamiliar types of common foods.

a. The child will discover through classroom tasting parties the taste of foods which are unfamiliar to him and will begin to realize that most foods are palatable.

2. The child will begin to be able to relate foods to their general categories of salad, dessert, meat and vegetables, and be aware that dessert is usually eaten last.

3. The child will begin to become aware of nutritional value of food.
   a. The child will learn that all foods have nutritional value.
   b. The child will begin to realize that a variety of foods is necessary.
   c. The child will begin to learn the importance of eating three meals a day.
4. The child will learn and practice basic table manners.
5. The child will begin to realize the necessity for cleanliness when handling food.

C. The child will begin to understand the need for rest and sleep.
   1. The child will begin to realize there is a bedtime.
   2. The child will develop a positive attitude toward rest.

D. The child will become acquainted with and will develop a trusting attitude toward the nurse.
   1. The child will become aware of some of the duties of the nurse which relate to his physical welfare.

E. The child will become safety conscious in the following areas:
   1. School
      a. Travel to and from school
      b. Playground: equipment and conduct
      c. Indoor: equipment, conduct, materials, hallway, cafeteria, fire drill

2. Home

    a. Fire and hot liquids

    b. Glass

    c. Knives and sharp instruments

    d. Foreign objects in mouth

    e. River and ditches

    f. Dogs, cats, and other animals (bites)

3. Miscellaneous

    a. Snow and ice

    b. Fireworks

SUGGESTED MATERIALS AND EQUIPMENT

Films

Traffic Safety signs

Filmstrips

Posters

OBJECTIVES FOR THE TEACHING OF PHYSICAL EDUCATION

1. The teacher should be aware that certain learnings are more easily acquired in organized physical education activities than in undirected play.
2. The teacher should realize that the planning must be flexible and adapted to the children's needs which may vary from day to day.

VI. PHYSICAL EDUCATION

A. The child will engage in activities which will contribute to muscular development, motor skills, better coordination, and enjoyment.

1. The child will learn to cooperate through the use of group games.
2. The child will learn to enjoy being a participant and a spectator.
3. The child will find acceptable outlets for tensions and emotions.
4. The child will begin to develop muscular control, coordination and grace.
5. The child will begin to develop a sense of rhythm.

SUGGESTED MATERIALS

Aids in Physical Education - State Bulletin

Everyday Games for Children - Instructor

Charts Balls

Records Ropes

SUGGESTED ACTIVITIES

Chasing and Fleeing Games Rhythmic Activities

Catching, Throwing and Kicking Games

Story Plays and Mimetics

Stunts Relays

OBJECTIVES FOR THE TEACHING OF EXPRESSIVE ARTS

1. The teacher must realize that art is a creative process and that coloring a ditto sheet is not art.
2. The teacher must beware of overcontrolling the art activity, forgetting that the creative urge must be fulfilled to the child's satisfaction.
3. The teacher should analyze her motives for the art activity. Is she decorating the room, seeking approval from other adults, or is she helping the child in expressing himself?

VII. EXPRESSIVE ARTS

A. ART

1. The child will learn ways in which to express himself creatively in art.

a. The child will become aware of and use creatively a variety of materials.

b. The child will realize the necessity for the care and conservation of materials.

c. The child will participate in and enjoy many arts and crafts activities which have been selected because of their value in developing fine muscle control and eye-hand coordination.

SUGGESTED MATERIALS

Crayons	Molds
Brushes	Paints
Looms	Paper
Modeling clay	Pencils

B. MUSIC

1. The child will develop a realization that music is enjoyable and can be relaxing or stimulating.

   a. The child will become aware of and possibly enjoy the many types of music which are unfamiliar to him.

      Examples: Peter and the Wolf, Flight of the Bumble-bee, Mary Poppins, Tubby the Tuba, ballads, folk songs (Indian and non-Indian), marches

   b. The child will become aware of the rhythm in most music.

   c. The child will become aware of a few different musical and rhythm instruments. (Since this is not a major teaching area, it does not require detailed instruction concerning musical instruments.)

   d. The child will develop listening skills through musical activities.

SUGGESTED MATERIALS

Record Player and records

Rhythm instruments

Tape recorder and tapes

Pictures

Books (for teacher only)